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A history of extension education in Nigeria, particularly as it relates to the University of Nigeria (Nsukka), is given with implications and reflections for other programs in Nigeria and other areas of Africa. Beginning in 1948, with the University College at Ibadan sponsored by the University of London, the history of extra-mural or extension education in Nigeria shows an increasing emphasis on serving people of the area, with the University of Nigeria, from the time of its enactment by the Nigerian Assembly in 1955, concentrating on extension services and the special needs of such varied groups as teachers of English and poultry farmers. The United States Agency for International Development provided $1,000,000 for the Continuing Education Center building, which served people from East and West Africa as well as Nigeria. Because of the civil war beginning in July 1967, the present state and the future of the University are very uncertain. (jf)

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CONTINUING EDUCATION-
NSUKKA

A PROGRAM OF UNIVERSITY EXTENSION
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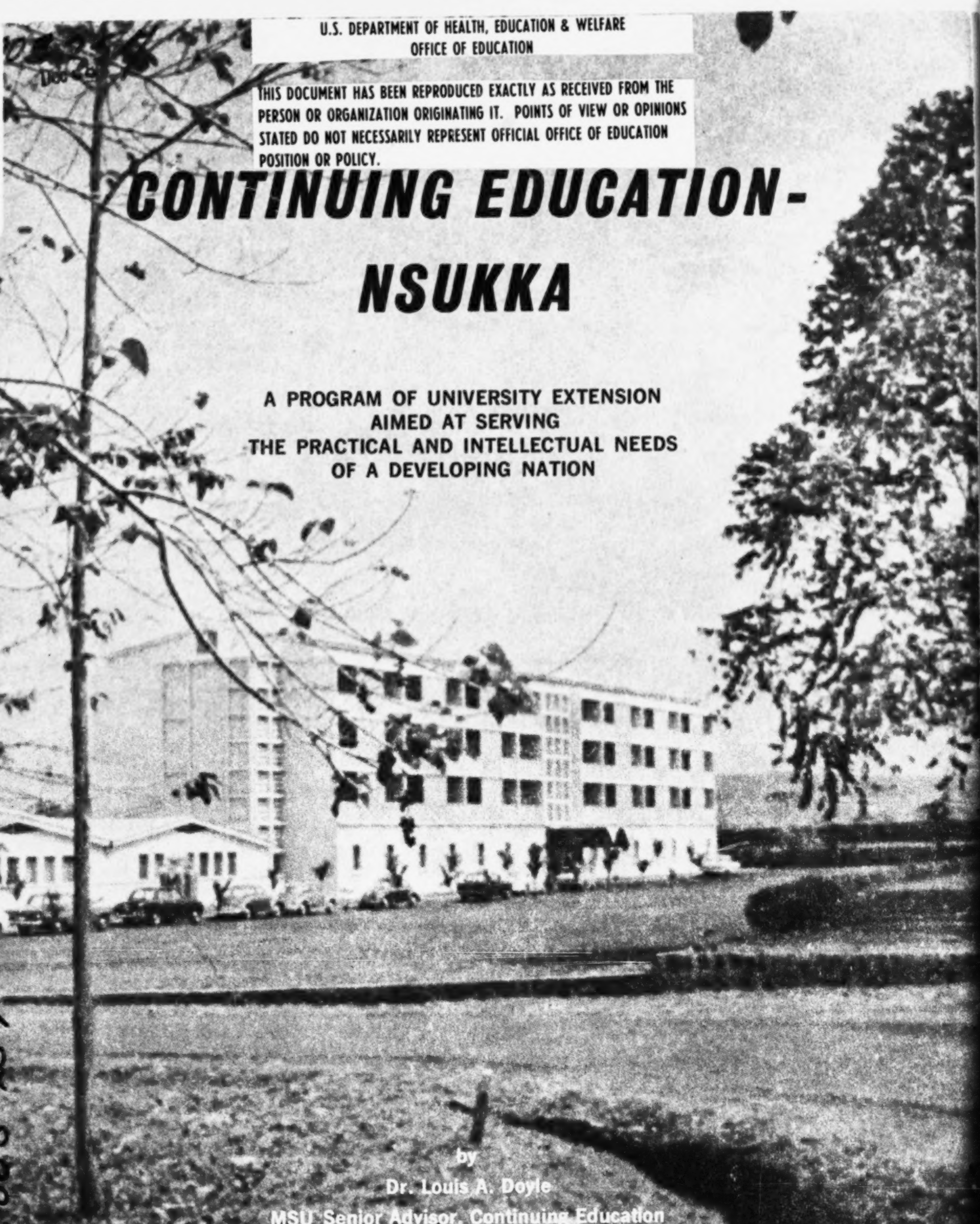
THE PRACTICAL AND INTELLECTUAL NEEDS
OF A DEVELOPING NATION



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FOREWORD

The act establishing the University of Nigeria, approved by the Eastern House of Assembly in 1955, was aimed at creating, in Nigeria, a new type of institution of higher education. This University, was in the words of the legislation, "to (1) Hold forth to all classes and communities whatsoever an encouragement for pursuing a regular and liberal course of education, (2) To promote research and the advancement of science and learning, and (3) To organize, improve and extend education of a university standard."

Continuing Education, Extra-Mural Studies, or Extension at the University of Nigeria is concerned primarily with (3) above. It is the agency of the University, aimed at serving the practical and intellectual needs of a developing nation, which attempts to relate the University to the people of Nigeria.

This University, alone of all others in Nigeria, provided for the service and extension aspect in its enabling legislation. What is suggested is that the architects of the University of Nigeria had firmly in mind, from the very beginning, plans which would make the new institution a force to be felt in the drive to develop the country, its people and economy.

With such a mandate it is understandable why there was heavy emphasis upon Extension or Continuing Education. A gift from the United States Agency for International Development of one million dollars provided at Nsukka a building known as the Continuing Education Center. This Center became the heart of the extension program and to it came people not only from Nigeria but from East and West Africa as well. The Continuing Education program at Nsukka became one which was much studied and it seems likely that "fall out" from the program there found roots elsewhere.

While the term "Extra-Mural Studies" describes the British equivalent of an extension program, it should be pointed out that the Continuing Education concept goes far beyond the teaching of non-credit classes to adults off-campus. Continuing Education may be compared to a bridge linking the University and the community. Each contributes values to the other.

This paper will describe the Nigerian setting as it related to university-level adult education prior to the time the University of Nigeria was planned and launched, and the roots of the Continuing Education program will be traced and the program itself will be described. It will conclude with an attempt to indicate how the University of Nigeria Continuing Education program may have affected other programs in Nigeria and elsewhere in Africa.

Finally, as a footnote, it must be regretfully reported that since a civil war erupted in Nigeria, July 7, 1967, the University has been closed. While no adequate reports are available on the situation there regarding the condition of the physical properties of the University, it seems likely that much destruction has taken place and that the immediate future of the institution is very dim, indeed.

THE SETTING: BRITISH BACKGROUNDS

The beginning of Extra-Mural Studies in Nigeria dates back to 1948, when the University College at Ibadan was organized under the sponsorship of the University of London. While the focus of the Extra-Mural program in those early years was limited, it was, nevertheless, an organized attempt to relate the new University College to the people of Nigeria. Admittedly the program was oriented toward those who were assumed to be primarily interested in liberal studies, following the pattern established in England by the Worker's Education Association; it was, however, encouraging to note that here in West Africa there was an adult education program carried on by the new University College.

The scope of the Extra-Mural work undertaken at Ibadan was, as mentioned above, modelled after the pattern set up in English Universities in the 1800's, stemming from the work organized at Oxford by the WEA.(1)

> It is difficult to overestimate the importance for adult education in England, especially that provided by universities, of the extent to which and the conditions on which it has been assisted financially by the central government. In the nineteenth century the absence of such assistance greatly affected the development and the achievement of the university extension work launched at Cambridge, London and Oxford, in that order, in the eighteen seventies, and at other universities in later years. In the first half of the twentieth century the rise of the tutorial class movement would not have been possible had it not been supported by special grants from the board of education; and without the board's grants, university extramural education in general would not have acquired the preoccupation with the 'liberal study of adults' not related to vocational, professional or examination purposes, which has so sharply distinguished it from, for example, university extension work in North America, where generally speaking different financial arrangements prevail. In the second half of this century changed grant conditions have already been a major factor in making possible new types of extramural programs, and a principal question for the future is what further changes are necessary to enable the universities to make in the remainder of the century the most effective contribution they can to the new kinds of adult education required by a society with different problems and different needs than those dominant in earlier decades.

The British government in the mid-1940's undertook, through the work of two study groups, the Asquith and Elliott committees, to "consider the principles which should guide the promotion of higher education, learning and research and the development of universities in the Colonies; and to explore means whereby universities and other appropriate bodies in the United Kingdom may be able to cooperate with institutions of higher education in the Colonies in order to give effect to these principles," and the terms of reference for the Elliott study group called for a report "on the organization and facilities of the existing centres of higher education in British West Africa, and to make recommendations regarding future development in that area." (2)

The Asquith Commission reported in some detail what it felt ought to be guidelines for the establishment of Extra-Mural programs in the Colonies. It stated that it favored the notion that "in every Colony served by a university there ought to be one centre for extra-mural studies, and . . . there should be similar centres wherever large urban or industrialized localities provide opportunities for part-time study." The findings go on to point out that something must be done for those who would have profited from university education but who have passed the age for it, that these older people "should be helped to lead their lives and do their work with more knowledge and intelligence."

Lacking this, "general progress and fresh educational advance will be gravely hindered by mass ignorance in the older generations"; and further that

> the fostering of extra-mural studies would in particular do much to guard against a danger of which we are fully conscious, that the university graduates might become a separate community within a

> Colony, divorced from the concerns and aspirations of their fellow citizens. The development of a self-contained group of this kind is certainly no part of our purpose. The universities as we conceive them have, on the contrary, a vital contribution to make to the development of the community as a whole (and) we should, therefore, urge that from the earliest stage in their evolution, the university colleges should maintain direct contacts with those members of the population whose studies must necessarily be restricted to the leisure left from other work.

The commission accented what one of its members, Sir Richard Livingstone, referred to in another context as "adult education for the educated": "We hope that opportunity may be given, through refresher courses and 'summer schools', to persons engaged in administrative work, teaching, the health services, agriculture and other activities, to refresh, extend and bring up to date their knowledge, and to think, learn and study anew." Incidentally, here in the words of Sir Richard is a concise working definition of what is generally thought of and referred to as Continuing Education.

The expatriate in Nigeria frequently hears reference to our "former Colonial masters." Usually this phrase arises in connection with some custom, organizational pattern or institution which can be traced back to the British occupation and administration. While it is understandable that procedures and patterns which might make sense in the United Kingdom would be less functional in a developing tropical country, yet there had to be some basis for conducting the affairs of the Colony in an orderly manner. With the passage of time, many of these patterns changed and were better adapted to the needs of Nigeria.

Educational institutions were, as has been said, modelled after the British pattern. This system was effective, at least in part, for it produced most of the present day leaders in Nigeria. The point that is being made here is that there was a well-developed educational system at work in Nigeria, that this system was borrowed from the British and that it had served the needs of a Colonial government even if it fell short of meeting the needs of Nigerians as seen by themselves. Any discussion of changes in the educational patterns would have to be seen in relation to the existing system. Sir Eric Ashby has succinctly described the practical considerations which led to the establishment of the new college. (3)

> The first professors had to set up standards of teaching which would qualify the students to enter for London degrees in subjects already in the London syllabus. Clearly the pioneers had no choice but to adopt the pattern of an English university. Equally clearly, this was the pattern which Africans themselves wanted. The African intellectual, educated in London or Cambridge or Manchester, would have been indignant at any softening of standards, any substitution of easier options, any cheapened versions of higher education. So, initially, there was not a problem of adaptation. The African wanted a replica of the British university at its best; the expatriate staff had no other model to offer.

The Nsukka experiment, with its Continuing Education (Extra-Mural) program, brought a broadened concept of the service function role. Its approach, while embodying much that was new to West Africa, had to take into account the prevailing model of university-level adult education as introduced by the British. Further, the prevailing system does provide a climate of acceptance or rejection of the new system. In order to get a look at the beginnings of Extra-Mural work in Nigeria, we turn to Raybould's work for reference. (4)

> Both in Nigeria and the Gold Coast, the work of the extra-mural departments, as of their parent university colleges, was deliberately founded on British models. In 1947, 1948 and 1949, before the departments were established, the Oxford University Delegacy for Extra-Mural Studies, at the request of the Colonial Office, sent tutors to each territory to see what prospects existed for extra-mural of the kind normally undertaken by British universities. It was not intended that the visiting tutors

> should attempt to build up a permanent adult education organization in each territory, although, in fact, the towns in which they worked usually became extra-mural centres when the departments were subsequently established. The purpose was experimental; and the result of their experiments was that they reported that wherever they went, they found great keenness and many able students, and that in general, there was every reason to believe that good extra-mural work could be done of the normal British type.

In view of the above, it is instructive to describe the Extra-Mural Program at University College Ibadan as seen by a delegation appointed by the Inter-University Council for Higher Education Overseas at the request of the College, itself, whereby it wished to have the visitors review the progress of the College since 1952, and to advise on future prospects with particular reference to the period 1957-1962. The first reference in the report of the Visitation Committee to the Department of Extra-Mural Studies refers to the role of the department as a public relations agent. (5)

> Nigeria has an area of 373,000 square miles, a limited communication system, and a population of over 31,000,000. Few of the population will be able to visit the College and see for themselves what is being done there and so the College must go out to them in whatever region they live. Moreover, the degree of educational achievement varies enormously throughout this huge territory. There are comparatively few members of the public who have personal experience of university life and it will be many years before there is the wide-spread informed understanding of university affairs which exists in the older countries of the Commonwealth. The College must, therefore, describe and explain its work and the objectives in a variety of ways adapted to the different educational levels of the population. The Extra-Mural Department has, of course, a leading role to play in this respect, and we are happy to record its already considerable achievements. As suggested in paragraph 137, the effectiveness with which it represents the College might well be enhanced by the establishment of permanent extra-mural centres.

The Committee, in later references to the Extra-Mural Department, describes some of the programs conducted by the Department along with some of the problems which were faced in the conduct of the work. (6)

> We were provided with the collected tutors' reports for 1955-56. They record vividly the successes and the difficulties and frustrations of

> an extra-mural department in a country the size of Nigeria. Clerks and teachers make up the bulk of the students. The department already puts out a leaflet explaining what extra-mural classes are for, and in particular, that they are not intended to train students for the General Certificate of Education. Nevertheless it is not surprising that many students turn away from the classes in disappointment when they find that extra-mural work is not the highroad to this certificate.

Ibadan University College, the only institution of higher education of a university level in the country, sought to extend Extra-Mural services to the whole of the Federation. Financing was shared by the Federal Government and the various Regional governments. There were problems in this matter of finance which the Visitation Committee felt compelled to call to the attention of the governing board of the College. (7)

> The department is financed partly from the College and partly from the Regional and Federal Governments. The Northern and Western Regions have agreed to provide finance on a five-year programme of expansion (their grants in 1955-56 amounted to Ł15,500 and Ł13,000 respectively); but the Eastern Region gave in 1955-56 only Ł4,000 and all attempts to secure a quinquennial arrangement have failed. Accordingly, the Department of Extra-Mural Studies cannot guarantee continuity of employment of its staff in the Eastern Region, and it has to curtail its activities there. This is unfortunate because the demand from the people for adult education in the Eastern Region is strong and the record for attendance is the highest in Nigeria (63%, compared with 45% in the West and 38% in the North.)

Finally, the Visitors heard of several problems which the new department was encountering in its work, and which were not unique to Nigeria as a cursory look at university extension work elsewhere would disclose. (8)

> During our talks with the Acting-Director and two members of his staff, we heard of three other problems which we think should be brought to the Council's attention. One (probably inevitable at present) is the reluctance on the part of members of the academic staff to take part in extra-mural work. Another problem is that resident tutors cannot take library books away from Ibadan. A modest grant for the purchase of duplicate copies of books needed by resident tutors would solve this problem. The third problem is that extra-mural tutors find it

> difficult to feel part of the College not only because their work takes them outside it, but because they are not assigned to a faculty under Statute 5 (b). We realize that membership of a faculty involves membership of a faculty board; but we suggest that it is in the College's interest that members of its tutorial staff, who are ambassadors to the people of the country, should feel themselves to be an integral part of the academic body.

From this it can be seen that Extra-Mural work as originally organized in Nigeria had, as its central objectives, the carrying out of a public relations function as well as offering courses in the liberal studies to students who were residents of towns throughout the Federation. These courses were not designed to prepare students to sit for the General Certificate of Education, but were, as in England, oriented toward broader understanding of traditional areas of study. There was, in addition, the problem of staffing. The Department of Extra-Mural Studies had its own staff of tutors and these were supplemented by temporary tutors who were to be found in other educational institutions as well as in government offices. As the Visitors' report indicated, there was a disinclination on the part of the regular University College faculty to become involved in the teaching of Extra-Mural courses as well as a reluctance on their part to accord to staff members in the Extra-Mural Department recognition as colleagues. Finally, there is the ever-present problem of financing the work of the department. On this matter, the suggestion that the Department receive its funds from the regular College budget was dismissed by the Visitors with the comment that such a diversion of college funds would not meet with general approval and thus would place the work of the Department in jeopardy. All of this would suggest that Extra-Mural work in these early years in Nigeria was rather insecure in its organizational base.

The actual program of studies offered by the Department in its early years included courses and, to a limited extent, vacation-type courses or conferences. The College was fully residential, and during the vacation periods, it was possible to use the living facilities for adult education programs. Two programs which were offered were (1) a short course for local government officials, and (2) an industrial relations course.

This is a brief description of the position of Extra-Mural work in Nigeria at the time the first steps were being taken to create the new University of Nigeria in Eastern Nigeria. This would be the second institution of higher education at university level in the country; later there would be three additional universities created - Lagos, Ife and Ahmadu Bello.

The lessons learned at Ibadan were to provide a background against which the new University of Nigeria could develop. Already it was decided that extension work would be an integral part of the new institution. The designers of the University made this very clear in the original law: in setting up the new institution such activity was clearly spelled out.

Over fifty years ago, Richard G. Moulton, Head of the Department of General Literature, University of Chicago, who had come from England, put into words the real essence of the Extension movement. (9)

> . . . I object to the view that the Extension movement is a by-product of university activity. On the contrary, it is an essential part of the function of universities, without which no university is complete. I go further. The University Extension movement is the third of three revolutions in society, which together constitute the transition from medieval to modern. The first of these movements was connected with religion; by what we call the Reformation the whole body of the people was lifted into an interest in religious thinking. The second movement was connected with politics; by what we call the Revolution - through

bloodshed and civil war - the whole body of the people came gradually to claim a share in government. And by the University Extension movement, instead of a favored few, the whole body of the people has come to claim their share of culture and the higher education. Education has become a permanent interest of life, side by side with religion or politics or pleasure.

The word "extension" must be understood in three senses. The most obvious sense is that the higher education is extended to the whole body of people. Medieval universities were necessarily local institutions: only at a few centers - like Paris or Oxford - were to be found manuscripts and the scholars who could expound them. The invention of printing was the first University Extension movement, sending books circulating through the whole land. Wherever there is a library there is the germ of a university. In our own time the teachers have been sent circulating as well as the books; and so University Extension completes itself.

In the second place, the name of the movement implies that education is extended to the whole period of life. Traditional universities, having largely to do with training teachers or other professional people for their professions, were compelled to concentrate what they conceived as education into a few years. Thus arose the unfortunate idea of a cultural period of three or four years, into which the whole of an education was complete. It is a more wholesome idea to extend the education through the whole life, side by side with the business or other occupations of life. We should think it strange if such concentration as distinct from extension was applied to other interests of life, such as religion or politics or pleasure.

But again, University Extension implies that university methods and high standards must be extended to all the vital interests of life, instead of being confined to a few subjects of "academic interest." The program of the movement has marked the entrance into university teaching of modern literatures; of art teaching, not in the sense of training artists, but in the sense of developing audiences of music and the spectators of art. It has further witnessed the application of scientific training to commerce, agriculture, social service. . .

But this application of the higher education to the whole circle of vital interests must include the Humanities. Those who think the Humanities not "practical" have taken a narrow view of life.

. . . The circle of studies we call the Humanities constitute the science of civilization. History sums up as the analysis of civilization. Literature and art are something more than this: they are the autobiography of civilization. The evolution of our civilization has automatically recorded itself in brilliant masterpieces of literature and art; to study these is to follow the fine footing of the march of civilization.

> . . . Let our University Extension program be catholic; vocational studies side by side with the humanities; vocational studies, our individual business; humanity studies, our common civilization.

While there are those who might disparage this vision of the part that extension education might play in the affairs of men and nations, yet it does represent the direction toward which the University of Nigeria set itself in its programs, both on and off campus. The dream which became the University was not built upon small plans.

PLANNING THE UNIVERSITY OF NIGERIA EXTENSION PROGRAM

It is important to understand the compelling nature of the need to establish a viable African university. With independence a few short months away, with the need to stand apart from all that related to colonialism and its associated dependence, and with the understandable desire of the African to take his rightful place in the world of free men, the University was planned and launched. In the foreward to Ikejiani's book, *Nigerian Education*, Nnamdi Azikiwe wrote:

> Forces which, hitherto, had encouraged the brain-washing of Nigerians to lose faith in their innate genius and to doubt their capacity to stand by themselves are now being converted to believe in education as an investment which should yield rich dividends in the future. This is gratifying, but this book particularly emphasizes the education of the Nigerian as a human being, who is endowed by his creator with all the gifts and talents with which other human beings are endowed. It seeks to portray the Nigerian not as a problem to be solved, but as a human being to be accommodated like other human beings not on mere tolerance, but on the basis of equality and respect for human dignity.

With faith in the power of education to move a nation forward, and with a willingness to commit large financial resources, very large when balanced against the economy of the country, the philosophy of the University of Nigeria was delineated in words and phrases which measured the dynamism of the plans for the new University:

In the spirit of the essential purposes of all great universities since the dawn of man's great struggle toward universal human dignity, the basic objectives of the University of Nigeria are:

To seek truth,
To teach truth, and
To preserve truth

These ends were legislated for this institution by the Eastern House of Assembly on the 28th January, 1955, in the following words:

> To hold forth to all classes and communities whatsoever an encouragement for pursuing a regular and liberal course of education.
>
> To promote research and the advancement of science and learning.
>
> To organize, improve, and extend education of a university standard.
>
> . . . . Underlying this pattern is the belief that the addition of cultural, vocational pursuits does not demean a university, but rather ennobles it as well as elevating the vocations and, through them, the community as a whole.
>
> . . . The founders of the University of Nigeria aimed to relate its activities to the social and economic needs and the day-to-day life of the people of Nigeria.
>
> . . . We must frankly admit that we can no longer afford to flood only the white collar jobs at the expense of basic occupations and productive vocations, which can be so intelligently directed to create wealth, health, and happiness among the greatest number of our people, particularly in the fields of agriculture, engineering, education and domestic science.
>
> . . . By the grace of God - the University of Nigeria shall be a beacon of hope to those who seek knowledge and skill for service to humanity." (10)

Continuing Education (Extra-Mural Studies), as indicated earlier, was included in the planning of the University from the very beginning. Because of the broad nature of the program of higher education for Nigeria which the founders of the University envisioned, Continuing Education had a significant role to play in making the total impact of the institution a reality. It is important to realize that the University of Nigeria had developed a philosophy and an approach which was new and unique for Africa. There were no blueprints which would make the work of its founders easy and relatively secure from criticism; on the contrary, from its first days of life it was subjected to continual examination, appraisal and in some cases, to premature judgment. This new institution was to borrow the best from other lands and peoples, and it was to develop in its own way, to meet the particular needs of its own peoples. This was not to be an "ivory tower of learning" standing apart from its people and their needs; it was to be a "source of light" and was destined to provide the trained leadership which would move Nigeria into its rightful place in the community of nations.

Continuing Education was to be that aspect of the University which related to Nigeria's citizens. It was to carry to the people the findings of the research carried on, as well as the knowledge which was to be found, in the faculty, library, and student body. As a means of bringing all this to the public, the Continuing Education Center was a means developed in the United States and one which had established itself as an important part of the extension process. Through the Continuing Education Center, a facility for residential adult education, the University would be able to offer workshops, institutes, conferences, short courses, seminars and classes to those citizens who were not regularly enrolled students. Adults would be able to come to the University at any time of the year, for the Center was their classroom building. No longer would they be invited only when the regular students were away from the campus on the long vacations; the Center was to be open to them on a continuing basis, and they became students in every sense.

On the occasion of the opening of the Continuing Education Center, June 12, 1965, Ambassador Elbert G. Mathews in his presentation of the Center to the people of Nigeria referred to the symbolic expression of the Center when he said: (11)

> There is a lifelong availability of opportunity for continuing education, an opportunity which is never closed. Both on and off university campus, there exist broad-gauged programs that offer instruction of an informal nature in almost every conceivable field - commerce and industry, agriculture, domestic science, the skilled trades, education and the arts.
>
> There can be no doubt that these varied programs in continuing education have had a profound effect on the economic, social, and political development of the United States.
>
> I have every confidence that this Centre, as it grows and is strengthened, and adapts itself to the needs of Nigeria, will also have a profound effect on the citizens it is designed to serve; those who presently need help and guidance, and those of future generations who will find ways in which continuing education can improve and enrich their lives.
>
> The United States, and its Agency for International Development,are proud and pleased that we were able to assist the University of Nigeria in launching the Continuing Education Centre. We are proud of the contribution made by Michigan State University and its team of experts and professors, proud of the brick and mortar and other materials that make up the visible Centre; and we are prouder still that you have taken what we think of an American idea and are forging it into an instrument that will serve Nigerian needs in Nigerian ways.

As indicated earlier, one of the three objectives of the University of Nigeria as expressed in the legislation passed in the Eastern Nigeria House of Assembly, January 28, 1955, was that the new institution was to: "Organize, improve and extend education of a university standard."

This objective found expression in plans for a Continuing Education or Extra-Mural program which was to develop hand in hand with other academic programs of the University.

Continuing Education as a part of the University program represented an attempt to relate the University to its community - Nigeria. It sought to build a bridge between the people and the institution. As such it could carry two-way traffic of a complimentary nature. It would be the means by which the University could take its resources to the people and contrariwise, it could inform the University of those ideas, needs and concerns of the larger community. It would be the means by which one enriched the other, to the advantage of both.

The lecturer who addressed himself to the problems of a particular group of people could not help but deepen his own understanding of those problems. Having done so, he would be better prepared to teach his students in such a fashion that their learnings would be based on the real problems of the real world in which they lived and worked, this rather than dependence on textbooks which were likely to be both out of date and designed and written for an environment far removed from Africa. Thus, Continuing Education would make the educational program of the University viable and appropriate to the time and place.

Henry Collins, an associate of Dr. Azikiwe, who had formerly been associated with the Oxford University Delegacy, prepared a memorandum on the proposed Extra-Mural Department at the University of Nigeria for the University Council in which he argued for an early implementation of an Extra-Mural Studies Department and also reviewed for the Council some of the benefits which would accrue to the University through such a department. (12)

Collins argued for an Extra-Mural Department on several grounds. He pointed out that one of the chief values which such a department advances concerns the linkage between the University and the community, and even more importantly, the effect of that relationship upon the quality of the teaching within the University. He pointed out that: (13)

> An Extra-Mural Department is a link between a university and the community it serves. As such it has a dual function. Through its

> activities, the university serves the public by raising the general level of education. This is obvious enough. What is less obvious, but equally important, is the service which such a department renders within the university itself.
>
> Professor R.H. Tawney, the economic historian and a pioneer of extra-mural education in England, said that he learned as much from his adult students - the miners, potters and engineers of North Staffordshire - as he was able to teach them. Nor was this merely a piece of academic cant. Tawney did not learn the facts of economic history from his working class students. But to teach them effectively, he had to translate the abstract concepts of the scholar into the concrete language of the streets, mines and factories. Presenting his material in this way and coping with the questions of his mature but academically unsophisticated students, it was inevitable that Tawney should view his own studies in a different light, with fresh perspectives and with new lines of research and enquiry suggesting themselves.

In advancing this position, Collins was suggesting that the Extra-Mural Department at the University of Nigeria should be much more than a service agency directed toward the public and concerned with public relations activities and with organized courses of one type or another. What he suggested was the concept that such a department made a difference within the University itself, that the teaching and research of the faculty could become more directly concerned with the actual problems of the society itself, that the lecturers would find from their contacts with students in the Extra-Mural program, new lines of inquiry for study. The values of such a department would be two-fold; they would accrue both to the adult students in the nation and to the University community itself.

At the same time as the Collins memorandum was being prepared, Dr. H.R. Neville, then Director of the Continuing Education Service at Michigan State University, was appointed as a short-term advisor to the University of Nigeria Program of MSU, and asked to author a position paper on the possible organization and function of a Continuing Education Service for the University of Nigeria. Dr. Neville travelled to Nigeria to study the situation, and then presented his report and recommendations to the Provisional Council of the University of Nigeria through the Vice-Chancellor, in a memorandum dated October 21, 1961. Continuing Education at Michigan State University is a natural component of the land-grant philosophy and operation. As such, then, it was planned from the very early days of the University of Nigeria, to have a similar kind of program for Nigeria.

Neville, in his paper, advanced a strong case for the early development of a Continuing Education Program. (14)

> Any university, in order to fulfill its potentialities, must respond constantly to the needs of the society surrounding it. Especially is this true of a new and vigorous institution of higher learning in a developing nation. The University of Nigeria must be prepared to extend the boundaries of the campus, to teach students of all ages, and to make possible for all who may benefit to continue learning. To fulfill its role in society, the University must maintain contact with all segments of the population, to keep open the doors to research and free inquiry, to obtain support from the constituency that sustains it, and to continue its acceptance as the nation's highest order of a free and open institution of learning.
>
> . . . The University of Nigeria has a peculiar opportunity, because of its stage of development, to build a continuing education program which relates to the country of Nigeria and its people. Already throughout the country the feeling is that this is a university of the people, for all the people and developed especially for the Nigerian culture. This beginning should be capitalized upon and the continuing education growing program can become a fast-moving and experimental vehicle for carrying out the total purpose of the University. It can become a rallying point for all knowledgeable people and for all who take pride in their country and its future.

The Neville report went on to designate several areas for which programs should be planned. These included agriculture and community development, education, business and industry, programs for women, programs for government workers, and special programs such as radio, university press, fine arts and performing arts.

Of particular importance was the urgent recommendation that the

University of Nigeria use its planned Continuing Education Facility in several crucial program activities. Neville spelled out in some detail just how the new Center might be utilized to carry out the several dimensions of a Continuing Education Program.

> The Continuing Education Center facility must be designed in such a way so as to reflect the above kind of program and to reflect the University and the faculty to the many visitors to the campus and to those who will take part in the Continuing Education activities. It should become a show-place on the campus and a building which will serve as an example to all of Africa and the world of an ideal facility for university adult education, with respect to design and construction. It is recommended that the use of the building be as follows:
>
> 1. The facility should become the headquarters for the continuing education program and teaching center for the short courses, workshops, and special educational meetings for adults sponsored by the University of Nigeria.
>
> 2. The facility should become available to other educational agencies which wish to hold meetings on the University campus. An example would be the Ford Foundation workshops for civil servants or the I.C.A. seminars for Nigerian personnel. In addition, the various learned societies of the region, the nation and of West Africa should be invited to meet there on a regular basis. Professional societies, especially those in which some University faculty holds membership ought to have the privilege to meet there when the building is not otherwise occupied.
>
> 3. The facility should become the transient or guest house of the University . . .
>
> 4. The facility should become the place on the campus where evening meetings of the faculty can be held, especially when there is a meal in connection with the meeting . . .
>
> 5. If financing could be found, it would be ideal to add a special room on the Center which could serve as a faculty club . . .

That the Council was receptive to the idea of Continuing Education was reflected in the official action which they took following the presentation of the Collins and Neville papers. The decisions taken by the Council included: (15)

Council agreed that:

(a) The Principal should get Dr. Neville and Dr. Collins to work together and, for a start, exchange their respective memoranda and react to them.

(b) Care should be exercised in projecting the Extra-Mural Department of the University so that it would be effective and unlike that operated by University College at Ibadan. It was felt that the American-type of Extra-Mural Studies would be of more benefit to Nigeria than other types operating.

(c) Subject to the availability of houses, an M.S.U. non-substantive Director should be appointed. Dr. Collins should be appointed Senior Lecturer top scale and to serve also as Deputy Director. Dr. Collins as Senior Lecturer would teach courses in the Department of Economics.

(d) Two suitable Nigerians should be appointed to understudy the Director and Deputy Director directly and the better Nigerian would take over the Directorship as soon as the MSU Director leaves, i.e., at the end of two years.

It should be pointed out that the University had already taken the first tentative steps toward the establishment of an extension program in Eastern Nigeria. The Harden College of Education had already offered three or four extension credit courses for teachers. These courses were offered in places far removed from the campus and were taught by regular, full-time members of the faculty. Teachers who enrolled in these courses, while not in every case qualified to enter the University, were assured that upon attainment of such qualifications and with a good record in the extension courses, regular university credit would be given. To the writer's knowledge, this effort represented the first credit-course extension program in Nigeria. Subsequently, other institutions in Nigeria picked up the idea.

It must be clear that those responsible for the organization and development of the new university were facing an almost insurmountable task; the myriad details of planning, the recruitment of a faculty, preparation of curricula, building of physical plant, finance, and a host of other operational problems all conspired to compete for attention. In view of these traditional and high priority concerns, it is all the more remarkable that the Council and administration of the University would take the time to chart out the path of the Continuing Education program. Yet it was part and parcel of the commitment to the "land-grant" philosophy which made it necessary to give to this dimension the necessary thought and attention. Continuing Education, then, was not an 'added on' something extra, but was, from the very early development of the University, an integral part of the total institution.

In the spirit of pioneers, the Council, administration and staff approached the task of charting the developing university program. There was a sense of 'newness' and 'expectancy' which enveloped these early planners. A sense of destiny permeated the air; Nigeria's newly won independence demanded dramatic action in the higher educational sphere and the leaders at Nsukka were prepared to embark on new pathways. This point of view was cogently set forth by Ikejiani. (16)

> The University of Nigeria emphasizes "not only academic and cultural excellence, ' according to the classical concept of universities' but also scientific and vocational excellence, according to the modern concept of universities. The University of Nigeria must approach its curriculum in a somewhat different perspective from that which has hitherto characterized the idea of university college education in West Africa." The program of the University of Nigeria for Nigeria is, therefore, new and revolutionary. The emergence of Nigeria as an

> independent nation imposes on the University of Nigeria the obligation to prepare not only for special tasks and competences, but also for responsible citizenship in a free nation, this not solely as a part of the national life, but the very heart of it. Implicit in this obligation is the recognition of the demand for leadership in every field of human endeavor. In order to succeed with independence and the obligations which it involves, and to survive as a national sovereign state, a high level of academic competence over a wide range of human affairs is needed; more Nigerians must be enabled to expand their knowledge to the limits of their individual capacity and all must be enabled to make use of their abilities.

Early in 1963, the National Universities Commission visited the University of Nigeria as a part of its early efforts to get a grasp on the extent and nature of developing higher education in Nigeria. Various deans, department heads, and other officials of the University made formal presentation to the Commission dealing with the work of their respective units. The Director of the Department of Extra-Mural Studies prepared and read the following statement to the Commission. It is repeated here for the further clarification of the program.

> A commitment to a strong programme of Extra-Mural Studies (also called Continuing Education Programme) has been evident in this University from its very beginnings. The founders of the University of Nigeria had in mind an institution which would relate its teaching to the present day social and economic needs of the people of Nigeria. This commitment and its implementation calls for an expanded educational programme. One which reaches out beyond the campus of the University and brings to the citizens of Nigeria, educational services.
>
> In particular such an outward thrust calls for dynamic and imaginative programme development. It is not enough to take the courses which appear in the prospectus and to offer them to adults. Rather, the need is to relate in meaningful and life-like ways, the knowledge, skill and the research which is to be found within the University.
>
> To whom shall all of these educational services be extended? The answer to this question is - to those who are capable of profiting by these services and who have need of assistance in developing themselves.
>
> The idea that the University has as one of its functions that of serving the people directly, is a new one. The need exists for

continuous demonstrations of what such services are like. The typical citizen does not realize that the University is anxious to help him in his day-to-day problems. He is likely to think of the University as an institution which stands apart and concerns itself only with matters which are related to a select few, to those who enroll in full-time programmes leading to a University degree.

He needs to know that every human activity which relates to man's honest attempts to improve himself, his economic life, his village, community and nation, is most worthy of the serious attention of the University's scholars. It is to this important area of concern that the Department of Extra-Mural Studies addresses itself. It is interested in the farmer who tills the soil. It is interested in the mother who faces the tremendous task of raising her children, educating them, providing the necessary foods to sustain and nourish them. It is interested in helping a government worker who wants to extend his education, seeking to improve himself not only in his present position but to ready himself for larger responsibilities. It is interested in working with government officials, who desire help from the University not only for themselves but for the purpose of bringing to bear on the solution of economic problems, the best thinking which the University affords. It is interested in working with the teachers of our children, helping them to improve themselves so that they may in turn do a better job of teaching with our boys and girls in the classroom.

I am sure that at this point, a question which is in your minds is this, "How can the University do all these things?" Obviously, the University with its limitations of staff, finance and other resources can only begin to meet these needs. What is really important at this time is that the University has recognized its responsibilities in this area and has demonstrated its willingness to take whatever resources that are available and place them at the disposal of the kinds of people we have been talking about.

The University of Nigeria is a new institution, just a bit more than two years old. The Department of Extra-Mural Studies, while envisioned as a part of the total University, has been in operation for a few short weeks. The Director of this Department reported to Nsukka 18 September, 1962, under the participant programme of the United States Agency for International Development.

Two additional assistant directors have arrived in Nsukka; one in November and the second in January, 1963. The University Council has taken steps to appoint three Nigerian faculty members who are to be assigned to the Department, and who will begin immediately to prepare themselves to assume eventual total responsibility for this work. It is expected that these new staff members will, as a part of their preparation, spend some time in studying abroad where they will be involved in training programmes specifically designed to acquaint them with the philosophy and newer techniques appropriate to Extra-Mural or Continuing Education work.

In a few short weeks, construction will begin on this campus of a Continuing Education Centre. This building has been designed specifically for the teaching of adults who come to this campus for residential study. Such teaching will not be for university graduates leading to degrees, but will be of a nature which will have direct and specific application to the needs and problems of those involved. For example, at this moment, there is on this campus, a group of 23 teachers who are involved in a five-day study programme which is designed to help them to do a better job in the teaching of English in our schools. To give a further example, plans are now being developed by the Department of Extra-Mural Studies, the College of Agriculture and the Ministry of Agriculture to bring in a group of farmers who are engaged in the raising of poultry, to this campus for a short course. While here, they will be housed and fed by the University and there will be a planned intensive series of lectures and discussions aimed at helping them to do a better job of raising poultry.

We could continue to describe specific adult groups who have been on this campus in the past. We would, of course, mention here the programme conducted on this campus last year for over 500 members of the National Union of Teachers.

This was a course of instruction lasting six weeks for teachers who were not certified and who had been in many cases, people of extensive school teaching experience. This was a refresher course aimed at helping them to be better teachers.

These are the kinds of groups which we will be welcoming to this campus in increasing numbers. It is for the use of these people that the Continuing Education Centre will be maintained. In this Centre, there will be 56 bedrooms, each of which will accommodate two guests; bath facilities and services appropriate will be provided. The Centre will have 8 classrooms which will be equipped with comfortable furniture and arranged in such a way that it will be appropriate for the use of adults. Further, there will be large and small dining rooms, set up so that various groups, if they wish, may have their meals together.

The Continuing Education Centre is being made possible by means of a grant given to the University by USAID. In addition, the three advisors mentioned above are being supplied to get this project developed and operating.

What has been said so far should not be taken to mean that the more traditional aspects of Extra-Mural work are being neglected. There are in Eastern Nigeria currently, 40 Extra-Mural courses organized and underway. These courses are being offered in 13 centres ranging from

> Enugu to Calabar. This work, it is expected, will be supported by a grant from the Ministry of Internal Affairs, of Eastern Nigeria. For the past several years, University College, Ibadan, has conducted this programme for Eastern Nigeria. It has been the wish, however, of Ibadan to have this work assumed by the University of Nigeria, and the Vice-Chancellor of University College, Ibadan has written to the Ministry of Internal Affairs suggesting that the grant which they have heretofore received be transferred to this University.
>
> The University is certain that as the idea of "service to people" becomes familiar to our citizens, that there will be increasing demands made for the Continuing Education of people. It is further evident that as people come to appreciate what the University is able to do for them, they will support it in every way.

While it is unrealistic to expect that the Commission would, on its first study visitation, develop into avid supporters of Continuing Education programs for Nigerian universities, there was, however, a note of warmth expressed by them in their subsequent report where they declare: (17) "We cannot state too strongly the argument that if Nigeria is to emerge from her present predominantly subsistence economy with the next two or three decades, then the universities must be enabled to play a much greater role in the life of the community; and they must be better supported financially than they are at present."

In charting the dimensions of the Continuing Education program in the new University, the planners, realizing that the nature and scope of the program should be tailored to the needs of a developing nation, sought means whereby they could draw upon the experiences of a variety of resources for definition and direction. Aware of the needs to build upon the base already established by University College, Ibadan, in Eastern Nigeria, involvement of that institution was sought in a planning seminar. Perhaps more important, in the overall design of the new program was the inclusion, in the planning process, of a large number of Nigerians. It was recognized that the new University was to be African in basic design and that the people most likely to sharpen the focus of the program would be those whose future hopes, ambitions and goals were tied into the institution. Accordingly, invitations were extended to significant individuals in government, in private agencies and in lay leadership positions to assist in the planning process. Representatives from the Eastern Region Ministries of Agriculture, Health, Internal Affairs, and Education were invited to come. Further, the Eastern House of Assembly and the Premier were represented. (See Appendix C for list of participants.) Consultants from the United Kingdom and the United States were present and the Seminar of Continuing Education, in session beginning October 28 to November 1, 1963, addressed itself to three objectives:

1. To identify major goals for the Extra-Mural Department of the University of Nigeria.
2. To have the benefit of judgments rendered by recognized authorities in the field of University Adult Education so that the Department of Extra-Mural Studies can be guided in future development.
3. To establish priorities in the developing programmes of Extra-Mural work at the University of Nigeria.

This seminar provided the Department of Extra-Mural Studies with an opportunity to bring together a diverse group of interested people, many of them experts in the field of university-level adult education programs. At the same time, members of the University faculty and staff were brought into the seminar sessions, adding in many cases excellent ideas, and at the same time picking up from the visitors suggestions as to how they might relate to the Extra-Mural Program itself. (18)

At the close of the Seminar, the consultants agreed that the organization and role of the Department would be:

I. The Organization

1. The Department of Extra-Mural Studies is the channel through which the University extends its services to those who are not full-time students on the campus. As such it is the administrative arm through which the University is made aware of the educational needs of the people, and through which the services and resources of the University are channeled to the adult citizens.

2. The Department of Extra-Mural Studies at the University of Nigeria should develop along unique lines. Generally, such a department would have its own teaching staff and would be directly involved in the teaching of courses, seminars, conferences and other informal adult education activities. The consultants to the seminar emphasized that at the University of Nigeria, the Department of Extra-Mural Studies should draw its faculty resources from the regular University faculty. In special situations part-time lecturers might be obtained from secondary schools, colleges, governmental agencies, business and industry. This suggestion was made by the consultants in view of the need to make the best possible use of skills and teaching resources and to avoid building up within the University a separate faculty within the Extra-Mural Department. It was their view that it would be economically sound to utilize the existing staff, and also that the Extra-Mural program itself would be enriched by having available to it the total faculty resources of the University.

II. The Role

1. The Department of Extra-Mural Studies should carry on a continuing program of research designed to analyze the educational needs of the adults of Eastern Nigeria, as well as research into the adult education activities being carried on by other agencies in Nigeria. It needs, further, to involve itself with the other universities in research which will permit analysis of the total needs and resources of the nation.

2. Training and Consultation:

   The Department of Extra-Mural Studies has a basic role to play in working with those who are involved directly in teaching adults. In particular, there is an obligation resting upon the department to assist teachers who may have little or no training in the art of teaching, to improve their understanding of the educational process, and to help them in acquiring the methods and techniques of teaching adults.

3. The initiator of Adult Education Activities and Programs:

   The Department of Extra-Mural Studies can be most effective if it uses its limited resources to initiate adult education activities and programs which it can then hand over to other agencies for implementation. Within the Department itself there would be the research which would permit the Department to point out areas of need and to draft programs to meet those needs.

4. The coordinator of Adult Education activities and functions:

   The Department has a coordinating function operating in concert with the various Ministries, helping them to look at certain adult education needs as these are reflected in programs which the various ministries conduct and which are aimed at the same audiences, e.g., Youth Work and Community Development. It was recommended that the Department concern itself with utilizing the problem approach and that attempts be made to enlist the total support of all agencies at work on the problem.

III. The Priorities:

The Consultants recommended certain broad program areas in which they felt that the Department of Extra-Mural Studies should be active. These are:

1. Formal Classes: Classes in general and vocational studies.

2. Agriculture: The Extra-Mural Studies Department should, in cooperation with the appropriate Ministries and the College of Agriculture, involve itself in developing and organizing educational programs designed to assist extension workers and other technicians in the field of Agricultural Extension and Community Development.

3. Health, Home and Family Living: The Department, with the College of Home Economics, appropriate Ministries, governmental departments and volunteer agencies should develop and organize training programs designed to help those who are involved in the whole area of teaching adults at the community and village levels concerning health, home and family living.

The recommendations arising from the seminar were given wide circulation among the faculty and staff. This exposure served to acquaint the University community with the Department's goals and plans. It brought to the Department's attention the kinds of interests which the faculty wished to express through the extension work. As an example, one (not an American) faculty member in the field of Business Administration indicated a need to do some research with indigenous business organizations so that his own teaching of students enrolled on the campus might be more realistic. Nearly all of the teaching materials available to them were texts written about business as it was conducted abroad and did not, of course, treat the types of situations which Nigerian students would encounter in their own country.

THE PROGRAM

The Continuing Education program formally began in September, 1962 with the arrival of the first MSU advisor (the author) assigned to the task of developing and implementing an extension program. Initially, the scope of the program was limited to the offering of classes in various off-campus locations. These classes were, for the most part, modelled after the program which had been carried on by University College, Ibadan. The Eastern Regional Government, by means of a subsidy to Ibadan, had provided funds for the offering of a class program in the East; there were students who had been given educational services and they were interested in continuing without a break or lapse in the work. The expectancies which the students had of the Extra-Mural classes were based on their previous experience with the Ibadan program. They viewed them as being aids to preparation for the coveted G.C.E. qualifications. This, despite the official position of the Extra-Mural Department at Ibadan that the purpose of the work was to develop broad backgrounds in the liberal arts. The end sought in the program was general education, not coaching for the writing of examinations. To observers then, the program administered from Nsukka looked exactly like the program formerly offered by Ibadan.

Some slight innovations were attempted, however, in the early program. Essentially, these concerned the offering of a few classes in the vocational or technical areas. Accounting, report and letter writing, and secretarial skills were some of the areas covered in these early attempts to introduce into the program offerings which would relate directly to the development of job-related skills. These courses were not popular with students, for they failed to see how they could affect their educational advancement; they were not subject matter areas normally covered by the G.C.E. examinations and, consequently, were not seen as contributing to the ultimate goal, i.e., a paper qualification.

The potential dimensions of what the Continuing Education program would be had to wait upon the construction of the Continuing Education Center, a conference facility built with funds supplied by USAID. This center, modelled after a similar center at Michigan State University, was to be the physical facility which would give dramatic reality to the continuing education concept. The Center's construction was begun in July of 1963 and the building was officially dedicated in June, 1965. During this period of almost two years, the conference program was developed and the groundwork laid for the larger effort which was to come later.

Perhaps the most dramatic demonstration of a type of extension program format which was in the future came with the planning and offering of a conference for poultry farmers. In this effort, a linkage of the Ministry of Agriculture with the faculty of Agriculture proved to be a most important and crucial matter. The Ministry, which had under its wing the extension services to farmers, was not at all certain that what the University had in mind in providing educational programs to them would not pose a threat to its autonomy. There had to be development of mutual confidence in the goals and aims of the two institutions before progress could be made. The idea that an institution at the level of a university would have an interest in addressing itself to an audience of practical farmers was without precedent in their experience. That there could be practical demonstrations of theory scaled in such a way that university lecturers could transmit knowledge to peasant farmers was an unheard-of possibility. Further, that the lecturers themselves would not deem this assignment as something unbecoming their status was even more astonishing.

Early conferences included work with such diverse groups as teachers, health workers, village leaders, government officials, tradesmen, church leaders, professional organizations and others. In each case, a condition for the holding of a conference was the active sponsorship by an academic unit of the University. This meant that there would be University involvement in the planning, organization and conduct of the event.

The involvement of regular, full-time faculty and staff members as lecturers in the Continuing Education program was the signal difference between what might have been, on one hand, a peripheral, minimal contact between the University and the community, and on the other, a close, integrated, mutually beneficial relationship. This interaction between the society and the University provided the contact needed for a program of Continuing Education to yield its full potential.

A lecturer who appears before a group of adults who are practitioners must be prepared to defend the theories that he expounds. This exercise is often revealing to the lecturer, and among the ultimate beneficiaries of his reflections are his regular students enrolled on campus in degree courses. Further, new lines of inquiry and research are suggested by contact with adult students. Such research is likely to be based on problems which are of importance to the society, here and now.

The Continuing Education program was a dramatic device which made it possible to alter the views of both faculty and public concerning the roles of the University. It paved the way for deeper changes in structure and methodology. Because it was an adult education activity and not concerned with the sacrosanct traditional activities of the institution, it became relatively easy for faculty and staff to work in the program, since fewer threats to existing sacred cows were involved.

A question which is often asked had to do with the notion that other institutions in Nigeria profited by the Continuing Education model, that is, that they might have changed existing programs in adult education, or if none had existed, they might have developed similar programs. We turn now to a consideration of this question.

OTHER NIGERIAN UNIVERSITIES: EXTENSION PROGRAMS

The first institution of university standard in Nigeria traces its beginnings from University College, Ibadan, chartered in 1948. It developed in a special relationship to the University of London, following a pattern which had been devised for institutions of higher education in the British Colonies. It remained under the sponsorship of the University of London until

1963, at which time it became independent, issued its own degrees and carried on as an autonomous institution.

The University of Nigeria, on the other hand, was created in 1955 and was a Nigerian university from the very date of inception. It began its teaching program in 1960 and was the first institution in Nigeria to award its own degrees. From its beginning, it has set its sights on becoming Nigerian - in that its program of study would be related to the needs of the country, promoting general and practical education in Nigerian communities as a whole. Observers have noted this characteristic as it related to the traditional Ibadan model and have commented: (20)

> Historically it is true that the United States played virtually no role in the foundation of the University of Ibadan and a very important one in the creation of Nsukka.* Whereas the first major grant came from the United Kingdom (Ŀ1.5 million through the Colonial Development Welfare Fund, for capital expenditure), the University of Nigeria received the largest assistance (Ŀ2.3 million from the beginning of 1960 to the end of 1964), from the United States Government. It is also true that many elements in the structure of Nsukka represent a departure from the traditional United Kingdom system; the sixth form is not a necessary requirement for entrance, a fourth year of courses has been introduced, heavy emphasis is laid on general and on extra-mural studies, a large number of vocational courses is provided, etc. All this means a shift from the elite concept to what may be called a mass approach in university education.
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> * Writer's note: The reference to Nsukka is in reality a reference to the University of Nigeria, which has two campuses, one at Nsukka and the other at Enugu. A further point of interest concerns the financial efforts put forth by the then Eastern Regional Government, in setting up through the Marketing Board an arrangement whereby there would be Ŀ500,000 put aside annually for the purpose of building the University. Every building except one, the Continuing Education Center, was erected with Nigerian money.

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> . . . What has happened, in fact, is that each of the two universities has been stimulated by, and has benefited from, the other. Nsukka, conscious of its position as a newcomer and fearful lest its methods should lead to a lowering of standards, has made great efforts to maintain high quality; and its very existence could not but strengthen the determination of Ibadan to adapt its teaching to Nigerian needs.

It would be exceedingly difficult to trace lines of change and development in the current milieu. The war in Nigeria precludes access to documents, people and institutions basic to an enquiry of this type. Further, it must be remembered that the University of Nigeria, representing as it does the institution of the people of Eastern Nigeria, who are now engaged in a civil war, does not attract the friendly sentiments normally desired. In the present moment of strife and struggle, bitterness, and anger - there is little likelihood of dispassionate observation. Assessment of the true nature of the impact of the University of Nigeria on higher education generally will have to wait upon the passage of time.

There is, however, some evidence which can be assembled to indicate something of the role that was played by the University of Nigeria in aiding all of higher education in Nigeria to re-examine itself in the light of its program development. Clearly, the interaction among the several universities has resulted in a richer and more varied program of studies. There has been introduced into the country a spirit of competition in educational institutions. This competition has been productive of change, and such change generally has been beneficial. In the particular area of Continuing Education, there is some evidence to indicate that the total offerings of the various universities in Nigeria is much broader and that groups served are more representative than was the case in 1960, the year in which the University of Nigeria launched its program. The Continuing Education Center was an unfamiliar facility in that year; today such centers are either built or planned in each of the other four universities. Of paramount importance is the acceptance at all Nigerian universities of the obligation to develop strong programs of adult education directed at wide and diverse audiences. Gone is the rather limited fare of the Extra-Mural class oriented toward those who, had fortune been more favorable, might have been enrolled as full-time students. Rather, classes are now offered for a broad range of student interests, vocational, professional, and liberal education.

The Harbison Committee on Education and Human Resource Development in its report dated December, 1967, describes the role of Nigerian universities as related to the extension function. The report states: "There are still those within the university community who maintain a conventional resistance to growth producing subjects in the university curriculum." The authors of the report find, however, considerable evidence that sweeping changes are occurring in the area of university extension operations. They point out: (20)

> But it is impossible to travel inside the Nigerian university community without finding impressive evidence of a ferment of ideas and of an open-mindedness to the role of a university in a young nation that gives very strong encouragement to an exploration of the service role of the five Nigerian universities. Nor is it possible to make really sharp distinctions between universities in this regard. There is an exchange of experience between universities that lessens contrasts and increases similarities.
>
> While the University of Nigeria at Nsukka by design and policy aims to extend its service role in the community, each one of the other four institutions also has programs and activities concerned with extra-curricular and extra-mural education. The Institute of Administration at Ahmadu Bello University is actively engaged in a resourceful program of legal and administrative training reaching down to the lowest level of the court and administrative system of the Northern Region. It is one of the best illustrations of the impact that can be developed upon the community from within an academic institution. At the University of Ibadan the faculty of Agriculture is clearly aware of its extension opportunities. A Continuing Education program is well established and

expanding. The medical school has boldly broken with tradition in pioneering new degrees on the medico-technological level, and the Institute of Education has a real concern for problems of the nation's school system.

At Nsukka, which is modelled in part after the American land-grant college, the extension idea is pervasive. It is taken for granted that the service role of the University is a standing obligation upon the entire staff of the institution. The position of the University administration is given substance and form by the existence of an admirable Center of Continuing Education capable of giving direction and accommodation for a diversified continuous activity in extension education. At Nsukka it is especially noteworthy that the administration, by word and deed, and the staff by understanding and consent, are prepared to exploit available opportunities for extension service. Because of the involvement of the entire institution, generally in the spirit of the American land-grant college, the University of Nigeria is well ahead of all the other Nigerian universities.

A look around Nigeria at the present position of university-level extension work discloses much that is heartening. Ibadan in 1966-67, despite difficulties arising out of the national crisis, carried on an expanded program in which innovative program developments are to be found. In the traditional class program, during this war-torn year, 71 classes were held in the Mid-West Lagos and Western Nigeria areas. Of special interest is the trend to develop courses aimed specifically at helping the students prepare for external examinations. This change in policy represents an attempt to recognize "that those attending its classes have different educational objectives and that it (the department) can contribute to the development of middle- and high-level manpower by catering to the needs of students working towards examinations." (21) Of greater interest is the scope and depth of the conference and seminar activities carried on. The involvement of various administrative units of the University with the Department of Adult Education in the planning and conduct of these conferences represents an important advance in the total involvement of the University in the extension program. Such conferences as a One-Day American

Peace Corps "Dialogue", Seminar on Standards for West African Libraries, Short Course on Elements of Guidance for Career Masters and Mistresses, Conference on Proficiency in English, as well as other planned (but postponed) courses which included a Course on Computing, a Cereal Crops Conference, and a National Conference on Adult Education.

Other Extra-Mural activities included programs of a cultural nature, documentary films, library book acquisitions, diploma course in Adult Education and Community Development, as well as an expanded program in literacy work, both of an exploratory and developmental nature.

At the University of Lagos "an extra-mural program is planned and a model of this was started with a Commercial Banking Seminar in 1963." (20)

At Ife, a Department of Extension Education and Rural Sociology has responsibility for general extension work in the University. This department was organized in 1965 and offers courses in Extension Education and Rural Sociology. There are plans to offer post-graduate courses in these fields leading toward a diploma in Extension Education. A department of Adult Education in the Faculty of Education has been established and, at the time of writing this paper, attempts are being made to recruit persons for positions in this area. Plans are in progress to organize continuing education classes of junior and intermediate staff in the University. In addition, conferences and seminars are being planned for Community Development workers, teachers, managers of commercial and industrial establishments, youth leaders, etc. All conferences will be organized in cooperation with other departments or faculties.

Of particular interest is the definite trend toward making the Continuing

Education programs of the various universities joint responsibilities with other segments of the university. This move away from the former scheme, whereby the Extra-Mural Department appointed its own teaching staff and carried primary and almost total responsibility for the extension program, is in harmony with the land-grant approach, in which the entire institution carries on the extension function as a basic part of its orientation.

Without exception, all of Nigeria's universities have or plan to have Continuing Education Centers. While it is true that the Continuing Education Center model has a history in the United States which goes back to the early 1950's, it is likely that the Center at Nsukka gave visibility and impetus to the idea so far as Nigeria is concerned. Ibadan is currently completing a residential conference center, Ahmadu Bello has a completed center, built with funds supplied by the Ford Foundation, Lagos has plans for such a center and Ife also is hoping to build such a facility.

Outside of Nigeria, the Continuing Education idea is taking root. The University of Ghana is currently seeking a person to head up its Continuing Education program and Makerere University College in Kampala has already taken steps to build the continuing education philosophy into its program. Recently Dr. Y.K. Lule, Principal of the College, in a speech pointed out that: "At Makerere, we are not content to concentrate merely on the few who have reached the university level and the effect they can have on the younger generation. We hope also to have a strong influence on adults who have not had the opportunities of the present generation, by embarking on an ambitious programme of adult education through our new Centre for Continuing Education." (23)

The 'winds of change' are sweeping through the various university extension programs of Nigeria and parts of Africa. The trend is toward closer involvement between faculty of the university and the community, be it local or national in scope. The engagement of the university lecturer with the day-by-day problems and concerns of the citizens of the country is helping to keep the university keyed into the contemporary scene. Through continuing education, the programs of study offered to full-time students enrolled in the university are made more significant and meaningful, and the university is able to contribute realistically to the urgent task of nation-building. In the process, each enriches the other. The people of Nigeria are the ultimate recipients of this movement; they are to reap the harvest in enjoying a society where the goal is "To restore the Dignity of Man."

The Continuing Education idea will survive in Nigeria; it is more than the bricks and mortar which made up the Continuing Education Center, more than the conference program, more than the off-campus courses taught, more than community development activities, and the programs in women's education. It represents a dedication on the part of the University to work for the growth and development of all the people of Nigeria - and as such, it will continue to play a major role in the development of that country.

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APPENDIX A

MEMORANDUM ON A PROSPECTIVE EXTRA-MURAL DEPARTMENT AT THE UNIVERSITY OF NIGERIA, NSUKKA

1. An Extra-Mural Department is a link between a University and the community it serves. As such, it has a dual function. Through its activities, the University serves the public by raising the general level of education. This is obvious enough. What is less obvious, but equally important, is the service which such a department renders within the University itself.

   Professor R. H. Tawney, the economic historian and a pioneer of extra-mural education in England, said that he learned as much from his adult students - the miners, potters and engineers of North Staffordshire - as he was able to teach them. Nor was this merely a piece of academic cant. Tawney did not learn the facts of economic history from his working class students. But to teach them effectively, he had to translate the abstract concepts of the scholar into the concrete language of the streets, mines and factories. Presenting his material in this way and coping with the questions of his mature but academically unsophisticated students, it was inevitable that Tawney should view his own studies in a different light, with fresh perspectives and with new lines of research and enquiry suggesting themselves.

2. A good Extra-Mural Department is, therefore, an effective liaison between University and community. For a new University in a young country the case for establishing such a department would seem particularly strong. And if there is need for this development, the sooner it is begun, during the formative years of the University and in the early stages of the country's development, the better.

3. An Extra-Mural Department can employ both full-time and part-time tutors. The full-time tutor brings a professional expertise to discovering and stimulating demands for classes in particular subjects. He will acquire a surer "feel" for adult teaching than his part-time colleagues and he will,

as a rule, be better at fostering the talents of individual students. On the other hand, the part-time tutor, whether he is a teacher inside the University or a professional or technical expert outside, will often be able to contribute a more detailed and specialized knowledge than his full-time colleague. An Extra-Mural Department which is developing an organic link between scholarship and society will make fullest use of the community's teaching resources for part-time work, while having its own nucleus of highly trained full-time tutors.

4. In developing countries, where demand is likely continually to outrun resources, and where the educational budget has to be strictly limited, there is a strong case for keeping the full-time staff of an Extra-Mural Department small in number. Part-time tutors, drawn from teachers in schools and universities, from civil servants, local government officers, doctors and lawyers, may well provide most of the teaching. But if the teaching is to maintain the necessary standards and to convey the spirit of extra-mural adult education, the tutors -- and in particular, the part-time tutors -- must be trained. Two-week courses in tutor training for prospective part-time tutors should be provided as a matter of priority by a new Extra-Mural Department so as to be able to build up and replenish its teaching resources.

More complex, but nonetheless necessary, will be the training of full-time tutors. While the Department should be staffed, from the outset, by already qualified full-time tutors, graduates from Nsukka and from other Nigerian and West African Universities should be brought, as early and as rapidly as possible, into the work. Since Adult teaching has its own techniques, which are different from courses should be provided for prospective full-time tutors. Such courses would include a considerable amount of practical teaching, under the supervision of established full-time tutors.

5. Adult classes may be provided directly from Extra-Mural Departments, or may arise from collaboration between a Department and adult organizations outside the University. Bodies which are especially concerned with civic affairs, such as trade union, co-operatives, professional societies and political parties, can work fruitfully with an Extra-Mural Department in the arrangement of classes.

6. Extra-Mural adult education has an indispensable contribution to make to the development of democratic life and institutions. That is why a University, with its emphasis on the disinterested pursuit of knowledge, is the best medium for disseminating these values. Other branches of adult education, such as mass literacy and vocational training, can best be carried on by other institutions. But for satisfying the intellectual and cultural needs of a developing democracy, the University is by far the most appropriate medium.

7. Democratic values, however, can only be imparted to a limited extent. To be fully effective they must be lived. Therefore, the idea of student participation in the control of classes and of educational policy, through the medium of an organization such as the Worker's Educational Association in Britain or the People's Educational Association in Ghana, has an essential part to play in the growth of adult education. In view of the political traditions of Niger's Eastern Region, the constitution of such an Association should provide for the affiliation of trade unions and other adult bodies as well as individual members.

8. In a society where democratic traditions are deep-rooted and which is now developing democratic political institutions of a modern type, social studies will probably provide the keystone in the programme of an Extra-Mural Department. Economics, political theory and institutions, international relations and sociology have an obvious importance and relevance to the needs of the Eastern Region. But for an understanding of the modern

world the history and culture of Africa are of the highest importance. The contemporary problems of Nigeria should be studied against the background of Africa's past as this becomes clearer in the light of modern research.

9. Sociology is the science which links the present with the past. It enables the present to be seen as the outcome of centuries of social evolution in which the Colonica l period appears as a brief, if crucially important phase. Extra-Mural classes should be encouraged to conduct field surveys of village life and society, of indigenous political institutions and of the culture of the people, as expressed in song, dance, poetry and legend. To be of value such surveys would have to be conducted under professional supervision. In this branch of its work, an Extra-Mural Department would provide yet another link between internal University Departments and the community of which they form a part.

10. It follows from all of the above that an Extra-Mural Department in a new African University should not be considered as an "extra", but as a project deserving the highest priority. A University can become merely an institution for training a professional elite. It can also grow into something much more -- an organic part of society, playing a creative part in the development of culture and institutions. Imaginatively conceived, an Extra-Mural Department can be the means of enabling a University to fulfill this larger and incomparably more fruitful role. To succeed in this, its teaching programme must be focussed on Nigeria as an emerging nation in an African Continent, now moving into the mainstream of world affairs.

HENRY COLLINS

Taken from Minutes, Provisional Council, December 11, 12, 13, 1961.

APPENDIX L

Continuing Education Service - Office of the Director
MICHIGAN STATE UNIVERSITY

October 20, 1961

TO: Dr. George M. Johnson

FROM: Howard R. Neville, Shorttime Consultant in Continuing Education

REPORT TO THE PRINCIPAL ON THE CONTINUING EDUCATION PROGRAM AT THE UNIVERSITY OF NIGERIA

INTRODUCTION

Any university, in order to fulfill its potentialities, must respond constantly to the needs of the society surrounding it. Especially is this true of a new and vigorous institution of higher learning in a developing nation. The University of Nigeria must be prepared to extend the boundaries of the campus, to teach students of all ages, and to make possible for all who may benefit to continue learning. To fulfill its role in society, the University must maintain contact with all segments of the population, to keep open the doors to research and free inquiry, to obtain support from the constituency that sustains it, and to continue its acceptance as the nation's highest order of a free and open institution of learning.

In 1956 Msgr. H. J. Somers, President of St. Francis Xavier University in Canada, said especially in relation to developing nations:

> Above and beyond the task for the student on the campus, the University must consider its duty to the community, to the great number of the population who have not received a university education and as well to the university graduates whose education should continue throughout life. In a democracy a university cannot adopt a cloistered attitude. All citizens of the country must have the opportunity to develop, economically, socially, morally and spiritually. Knowledge knowls no class or race barrier. The workers in the industrial plants, the miners, the farmers, and the fishermen, all should be given the opportunity to lead proper human lives. For all of these, as well as the students on the campus, a truly human life requires knowledge; it requires moral training; it requires abolition of those social and economic ills which doom so many to a life less than human....housing, working conditions, health, fair wages, just prices, all are moral as well as economic problems. We cannot shirk responsibility by saying that these problems will always be with us. We have a duty as universities to do our part, and all citizens have the right to expect the best effort in this field.

The University of Nigeria has a peculiar opportunity, because of its stage of development to build a continuing education program which relates to the country of Nigeria and its people. Already throughout the country the feeling is that this is a university of the people, for all the people and developed especially for the Nigeria culture. This beginning should be capitalized upon and the continuing education growing program can become a fast-moving and experimental vehicle for carrying out the total purpose of the University. It can become a rallying point for all knowledgeable people and for all who take pride in their country and its future.

THE EDUCATION PROGRAM FOR ADULTS

The continuing education program should be developed in the main with a view in mind to the disciplines which are taught on the university campus itself. The university faculty and staff must necessarily take the leadership in developing relationships with persons in the economy who are related to the disciplines which are taught. These persons and industries are, in a sense, the constituencies of the faculty.

During the next year or so, continuing education programs should be developed in the following areas: Agriculture and Community Development, Education, Business and Industry, Education for Women, and Government Service. In the years ahead additional program areas will be in Engineering, Theology, the Arts, Mass Media, Law and others as the need arises.

Agriculture and Community Development

In the Eastern Region of Nigeria the Ministry of Agriculture has already begun a kind of extension program. Extension workers have been appointed and are at work in a number of areas. Because of this activity, the Continuing Education program at the University of Nigeria will take a different form from that of traditional land grant colleges in the United States. It will be necessary for the professors in agriculture sciences to work with the Ministry in planning a program. Probably this program will develop in several directions.

First, there will be an opportunity for the agriculture faculty to hold short refresher courses on the campus in the new continuing education centre. Most of the people who attend these conferences will be the extension workers of the Ministry of Agriculture. There seems to be a great lack of specific information on the part of these extension people. The faculty of agriculture can be a great assistance to the Ministry and to Nigeria by teaching extension workers how better to perform their duties and by providing them with the latest information to make it possible for them to perform these duties more efficiently. Second, the faculty of agriculture must be provided with a travel and subsistence budget sufficiently large to enable them to attend meetings at the various Circle farms throughout the Region and to provide technical information to the persons who are working on these farms. This would be in the form of consultation on very specific problems. The consultations should also be available to the villages and cities in the region. It is in this area of consultation which points out the third role of the faculty of agriculture in continuing education.

Third, as the land use patterns change and there becomes a greater movement to the urban areas, there needs to be an emphasis put on the whole problem of community development. It is because Nigeria is still a predominantly rural society that the community development role probably should be played by members of the faculty of agriculture. Cities as well as rural villages will call on the university for assistance in this important problem. The need for community planning and land use allocation will probably come from the villages to the agriculture extension workers and then to faculty in the College of Agriculture. Sociologists, economists and political scientists,, and urban planners as well as land use agriculture specialists will be invaluable for this task.

> (Specific Recommendation: As soon as possible, a community development specialist should be employed who could begin to educate the people of Nigeria concerning community development and to serve as the first consultant to those who request it.)

Education

Throughout all of Nigeria, and the Eastern Region is no exception, all of the teachers at all levels in the public schools feel the lack of sufficient training. Not only are they inadequately trained in subject matter, but also in teaching methods. The Ministries of Education are trying to solve this important problem, but it is too great for them to do alone and they need the assistance of the University of Nigeria.

Though great value is placed on all levels of education, there are still large segments of the society which need to be sold on the importance of at least a good elementary education for all the young people of Nigeria. Too often the parents become aware of the fact that the children can earn a few shillings in the short run and these parents do not insist that the child stay in school until the elementary grades are finished.

Then, it is apparent to even a casual observer and from the surveys which have been made that the schools, especially at the elementary level, are woefully short of books and teaching materials. Considerable emphasis needs to be placed on education in the total Continuing Education Program. It may be that the program of this faculty may take the following form:

First, there needs to be developed a number of vocation courses which can be staffed with Ministry personnel and with the faculty of the University of Nigeria. These courses can be held either on the campus or at specially designated centres throughout the region. There is a certain value in holding them on the campus in that the teachers who come will feel that they are getting a semi-university training. These short intensive training programs can deal with almost all subject in that most of the teachers are inadequately prepared in most areas of teaching.

Second, there needs to be further development of the extra-mural courses. A good start, by the faculty of education, has been made in off-campus courses for secondary teachers, but the teachers need to be encouraged to attend more classes and the Ministry needs to be encouraged to sponsor the teachers in these courses.

Third, because of the lack of interest and determination that all children should attend school regularly until they have completed the elementary grades, it may be that the faculty of education should take the lead in developing a kind of Parent Teachers Association. Faculty in education and home economics could well work together in developing these groups.

The "PTA" groups should be taught how the school system works and why and how they can support education in this country.

Fourth, the faculty of the College of Education and others interested in elementary and secondary education in Nigeria should give serious thought to the problem of providing workbooks and syllabi to the school systems. One thought is that the University might be able to write these materials and print them itself, with, of course, the permission and approval of the Ministry of Education. They should and could be produced very cheaply and easily and sold for a very small fee if they were done with the offset process.

It may be that this phase of the Continuing Education program of the education faculty could be of the most value in the long run. (See last paragraph, Page 10)

Fifth, in much the same way as with the faculty of agriculture, the faculty of education must be provided with a sufficiently large budget to enable it to travel about the region and keep in touch with the schools. The teachers at all levels now feel that the University has an interest in them and the teachers and school administrators are beginning to look to the University for assistance to their problems.

They are also beginning to feel that they can get help. This must be encouraged and visits to the schools show better than by any other way that the University is truly a people's university and that it is going to work with the problems of the people.

Business and Industry

There are many small businesses in the country and the region which need assistance. The desire on the part of many Nigerians to better themselves and the need for many services is self-evident.

First, not only short courses on the campus for persons already in business need to be held out, but also consultant assistance should be made available to those who are genuinely interested in starting their own businesses and who have the means to do so.

Second, short courses for employees of larger firms should be developed. These will be for bankers, accountants, personnel managers, journalists, insurance people, foremen, and all the rest.

Once a general program has been outlined a request should be made to the British, American and Nigerian business houses for assistance in supporting this program and the support of the Nigerian Chamber of Commerce should be solicited.

They should make a continuing grant to the University to support a program assistant who would be in charge of the area in the total continuing education program. It is further in their own economic self-interest to do so.

Women's Programs

The status of women in Nigeria is changing very rapidly. Statistics wholly show that more of them are completing the elementary schools and the secondary schools. This year more women are enrolled at the University of Nigeria then at all the institutions of higher education in Nigeria for any year in the past. Special attention should be given to the development of the women's program of continuing education at this time. Though it may be based primarily on the domestic sciences in the beginning, it should be in the plans that the program should ultimately be much broader. It is recommended:

> First, that the faculty of Home Economics very carefully select a committee of important Nigerian women to assist them in the development of the continuing education program for women. The committee should be appointed by the Principal of the University. This would be a departure from the normal pattern of having only men on the committees in the country, and would automatically both raise the status of women and draw attention to the women's program.
>
> Second, there will be short courses in the continuing education centre for those who are now teaching domestic sciences in the secondary schools and there must be some funds for travelling to these schools for short visits and for consultation on the spot.
>
> Third, one experimental program to which the faculty should give some thought and which might be discussed with an advisory committee, would be a regular radio program aimed directly at women. Tapes could be cut on the campus and distributed to the various radio stations throughout the region and all of Nigeria. No doubt it would be some time before a large proportion of the women listened to the program on a regular basis, but the audience would grow rapidly. The programs could deal with nutrition and child care, but also with the Nigerian culture heritage and other more liberal arts kinds of subjects.

Government Service

Civil servants, both in the Region and from the Federal Government, will likely be a fairly large audience for the University in its Continuing Education program. As soon as a director is chosen and is on the campus, he should begin to make contacts with the various Ministries in Enugu and in Lagos so that he can develop programs for the civil servants who need further training. It may be that, because of the large numbers who potentially may be involved, one person will need to be assigned this job of developing the programs and cooperating with the Regional and the Federal governments.

Special Programs Not Fitting Into Any One Area

Many programs of Continuing Education which can be very suitable and valuable do not fit into the regular academic structure of the University. They are legitimate in every respect but cut across academic departments or colleges.

> One of these would be the development of a series of radio programs emanating from the University, mentioned above in the section dealing with Women's Programs. It should be possible to develop a relationship with the radio stations in Nigeria to have a certain specified time each day, perhaps a half hour, when the University could speak to the people. The Continuing Education program could be responsible for the programming and the dissemination of the tapes, calling on the staff and faculty for the subject matter. Each of the faculties of the University certainly has some important things to say to the general public and this programming, if done well, would increase the stature of the University in the eyes of the public.
>
> Another would be the development of a University Press, which should be self-supporting. With the shortage of materials in all of the schools and of the great lack of books generally dealing with Nigeria, there seems to be a tremendous opportunity to fill a vacuum with con-

siderable advantage to the University. With the new relatively inexpensive methods of printing and with the many competent scholars on the campus, it should be relatively easy to start a University of Nigeria Press. The press could print and sell books, syllabi, and lesson plans for schools, both elementary and secondary and also print materials for the University itself.

A third type program which would take the University to the people and which would bring support to the University would be a series of Fine Arts Festivals. This would be a program in which approximately 20 undergraduates would develop a three-day program in the arts and travel with it to six or seven of the large population centers in the region and to Lagos during the long vacation. The students would be carefully chosen for their competence and would present concerts, plays, and readings over a three-day period in a community. The University would probably have to provide their transportation and also their room and board plus a few shillings a week for spending money. It is estimated that this would be done for approximately 500 to 600 pounds per year. However, the publicity value and image created for the University would be worth many times that.

A fourth program area which should be planned now is an Alumni Program. The students should be instilled with the idea that their diploma is not evidence of an education, but an evidence that they have completed a prescribed course of study, that there is much more to be learned, and that the University stands ready in the years ahead to assist them in their continuing education. Coincidental with instilling the idea with the students, a carefully planned approach should be made to the employers of the students to gain acceptance of the idea. With this kind of programming, the higher education can be assisted, the University can maintain a high level contact with its former students, and a vast continuing supporting group will be built. With the kind of program outline above, it is important that the new Continuing Education Centre become a living image of the off-campus program of the University of Nigeria. It is important that the Centre become an identification of the University's desire to assist all people of the nation, rich and poor, urban or rural, and from whatever part of the country they might come.

THE CONTINUING EDUCATION FACILITY

The Continuing Education Center facility must be designed in such a way so as to reflect the above kind of program and to reflect the University and the faculty to the many visitors to the campus and to those who will take part in the Continuing Education activities. It should become a show-place on the campus and a building which will serve as an example to all of Africa and the world of an ideal facility for University adult education, with respect to design and construction.

It is recommended that the use of the building be as follows:

1. The facility should become the headquarters for the continuing education program and teaching center for the short courses, workshops, and special educational meetings for adults sponsored by the University of Nigeria.
2. The facility should become available to other educational agencies which wish to hold meetings on the University campus. An example is the Ford Foundation workshops for civil servants or the I.C.A. seminars for Nigerian personnel. In addition, the various learned societies of the region, the nation and of West Africa should be invited to meet there on a regular basis. Professional societies, especially those in which some University faculty member holds membership ought to have the privilege to meet there when the building is not otherwise occupied.

3. The facility should become the transient or guest house of the University. Guests could be more efficiently taken care of in this manner and the present guest house could be converted to other uses. To fulfill in part this function, there should be built in connection with the total building, a public dining room which would be open seven days a week, available to conference attendees and to others who might want to eat there. This function would also provide for continuing responsibility for those who would have to be on duty anyway, i.e., cooks, desk men, stewards, etc.
4. The facility should become the place on the campus where evening meetings of the faculty can be held, especially when there is a meal in connection with the meeting. There would be several private dining rooms built of varying sizes which would be available for these private meal-meetings.
5. If financing could be found, it would be ideal to add a special room on the Center which could serve as a faculty club. The faculty will come more and more to use the Center in any event, and the two would make excellent combinations. It is even possible for there to be built a small swimming pool for the use of the conference attendees and for the use of the faculty. The possibilities of some kind of self-liquidating system for this part of the building should be examined very shortly before the planning and construction gets too far along.

GENERAL OBSERVATIONS

Because Nsukka is not the center of government of the Eastern Region and because it is not a regular airline or railroad stop, there will be some difficulty in transportation for persons who will be attending educational meetings at the center. It is recommended that a system of transportation be worked out between Enugu, from the airport and from the train station, and Nsukka. This system would have again to be on a regular basis and would have to be announced to those who might be coming to attend a program. Working with the District Officer, it should be possible to develop an airstrip which would also land small planes in a year or so.

It is important that the Continuing Education Centre be Nigerian, not something else; the interior decoration should reflect the country. There should be Nigerian art works on display and a small bookstore where important books about Nigeria can be obtained.

It will probably be important early in the development of the Continuing Education program that some scheme of priorities be developed for the use of the Centre. It is possible that in the not too distant future there will be more requests for use of the meeting space than can be accommodated. A suggested priority scheme for using the facilities would be:

1. Educational meetings in which the University maintains sponsorship.
2. Guests of the University and persons who are visiting the campus on University business.
3. Meetings of Learned Societies and professional associations.
4. Meetings of faculty groups including seminars of University personnel and outside consultants.
5. Other educational meetings sponsored by outside agencies, but in which the University has an interest.
6. Alumni and parents of students.
7. Transient persons visiting the University for vacations or for just looking around.

APPENDIX C

CONTINUING EDUCATION SEMINAR

UNIVERSITY OF NIGERIA, NSUKKA

October 28 - November 1, 1963

PARTICIPANTS AND CONSULTANTS:

Ajegbo, Mrs. M.L., Enugu
Aquaisua, Mr. E.A., Lecturer, Extra-Mural Studies Dept.
Bown, Miss Lalage, Asst.Dir.Extra-Mural Studies Dept.,University of Ibadan
Blyden, III, Dr.E.,Professor & Head,College of African Studies
Eke, Chief A.Y.,Registrar,University of Lagos
Eme, Mr.J.E.U.,Ministry of Agriculture, Enugu
Ezenwa, Mrs.E.A.,Mothers' Union and Womens' Guild, Niger Diocese, Onitsha
Ezera, Dr.K.,Dean,Faculty of Social Studies
Fafunwa, Dr.A.B.,Head,Harden College of Education
Fritz,Mr.G.,Asst.Director for Continuing Education Centre
Howard, Mrs.K.R.,Head,College of Secretarial Studies
Henderson, Dr.H.,Visiting Professor,College of Agriculture
Ifeora,Mr.K.C.,Lecturer,Extra-Mural Studies Dept.
Ike, Mr.V.C.,Registrar,University of Nigeria,Nsukka
Inglis,Mr.T.,Consultant,University of Edinburgh
Johnson,Dr.G.M.,Vice-Chancellor,University of Nigeria,Nsukka
Kirkland,Dr.M.,Head,College of Home Economics
Mawby,Dr.R.,Consultant,Michigan State University
Menakaya,Mr.O.C.,Ministry of Agriculture,Enugu
Mokelu,Mrs.J.N.,Member of Eastern House of Assembly
Odokara,Mr.E.O.,Lecturer,Extra-Mural Studies Dept.
Ogunniyi,Mr.E.O.,Lecturer,College of Secretarial Studies
Ogunsheye,Mr.Ayo,Director,Extra-Mural Studies,Ibadan
Okigbo,Dr.B.N.,Senior Lecturer,College of Agriculture
Okeke,Mrs.W.M.,Ministry of Health,Enugu
Onyemelukwe,Dr.R.N.,Ministry of Health,Enugu
Okpara,Mrs.Adanma,Premier's Lodge,Enugu
Raybould,Dr.Sidney,Consultant,University of Leeds
Roe,Mr.E.,Head,College of Journalism
Rogers,Mrs.L.J.,Senior Lecturer,College of Home Economics
Svenson,Dr.Elwin,Consultant,University of California,Los Angeles
Wynn,Mr.R.L.,Asst.Director,Extra-Mural Studies Dept.

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APPENDIX D

REPORT OF CONFERENCES, 1963-64

March 3-9,1963:	The Harden College of Education in cooperation with the Department of Extra-Mural Studies conducted a six-day Workshop for 23 English Teachers from Grade 11 Teachers' Colleges in Eastern Nigeria.
March 10-26:	The Department of Extra-Mural Studies sponsored a Town Planning and Urbanization Conference at both Port Harcourt and Ibadan for 130 participants from all parts of Nigeria.
April 29-May 4:	The College of Music and the Department of Extra-Mural Studies sponsored a Music Education Short Course for 16 music teachers from schools in Eastern Nigeria.
May 14-16:	The College of Agriculture, Ministry of Agriculture, Enugu, and the Department of Extra-Mural Studies sponsored a Poultry Short Course for 101 poultry farmers in Eastern Nigeria.
June 5:	The Department of Extra-Mural Studies sponsored a Town Planning Meeting for inauguration of a Town Planning Association in Eastern Nigeria. This was a follow-up of the Port Harcourt and Ibadan meeting of March 10-26, 1963. 25 people participated and the Eastern Nigeria branch of the Association was successfully launched.
June 10-22:	The U.S.A.I.D. and Department of Extra-Mural Studies sponsored a Staff Development Seminar for 38 U.S.A.I.D. workers in Nigeria.
July 3-6:	The College of Agriculture sponsored the Agricultural Society of Nigeria Conference for 150 agriculturists from all parts of Nigeria.
July 26-August 23:	The Nigerian Union of Teachers, Ministry of Education, Enugu and College of Education of University of Nigeria sponsored short course for 600 untrained teachers from all parts of Eastern Nigeria.
August 3-10:	The Department of Extra-Mural Studies and Young Women's Christian Association, Port Harcourt sponsored Crafts Workshop for 35 youth leaders in Eastern Nigeria.

August 19 - 24 - 1963:	The Department of Extra-Mural Studies coordinated Handicraft Teachers Workshop for 30 teachers in Eastern Nigeria which was sponsored by Ministry of Education Enugu and U.S.A.I.D.
September 1 - 18:	The College of Home Economics and F.A.O. sponsored a Home Economics Seminar for 30 Home Economics Specialists from all parts of the world.
September 5 - 6:	The Department of Extra-Mural Studies participated in coordinating a Seminar on African Studies sponsored by College of African Studies of University of Nigeria.
September 26:	The Department of Extra-Mural Studies conducted a Refresher Course sponsored by Police Department for 22 Police Officers from Eastern Nigeria.
October 10 - 11:	The Department of Extra-Mural Studies with the cooperation of College of Business Administration conducted Short Course in Marketing at Industrial Development Centre, Owerri, for 15 Leather-Craft and Shoe-Makers.
October 17:	The Department of Extra-Mural Studies sponsored and conducted in cooperation with the Department of Home Economics, Department of Agriculture, Department of Political Science and College of Music a Leadership and Citizenship Conference for 132 Women from the four counties of the Nsukka District.
October 25 - November 2:	The Department of Extra-Mural Studies sponsored a Continuing Education Seminar for 60 Participants, most of whom were experts from Universities in Europe and United States of America.
November 19 - 23:	The Department of Extra-Mural Studies coordinated a World Health Organization Conference sponsored by W.H.O. and Ministry of Health for 70 Health Specialists from all parts of the world.
November 23 - 24:	The Department of Extra-Mural Studies coordinated a Peace Corps Current Events Seminar for 15 Peace Corps in Eastern Nigeria.

November 26 - December 2 - 1963:	The Department of Extra-Mural Studies helped in coordinating a Student Welfare Forward Planning Seminar sponsored by Dean of Students' Affairs Office.
November 27:	The Department of Extra-Mural Studies conducted a Refresher Course sponsored by Police Department for 20 Police Officers from Eastern Nigeria.
December 9 - 19:	The Department of Extra-Mural Studies coordinated a Workshop in Drama for 25 English Teachers sponsored by British Council.
December 15 - 17:	The Department of Extra-Mural Studies coordinated a U.S.A.I.D. Staff Development Seminar for 35 U.S.A.I.D. Workers in Eastern Nigeria.
December 15 - 21:	The Department of Extra-Mural Studies coordinated an In-Service Training Workshop in Igbo language for 50 Peace Corps in Eastern Nigeria.
December 15, 1963 - January 17, 1964 -	The Department of Extra-Mural Studies coordinated a Summer Institute of Linguistics sponsored by Department of English and Institute of African Studies.
December 16 - 20:	The Department of Extra-Mural Studies coordinated a Soccer Referee Short Course sponsored by Department of Physical Education for 59 Soccer Referees in Eastern Nigeria.
December 19 - 21:	The Department of Extra-Mural Studies coordinated an Annual Meeting of Nigerian Economic Society which was sponsored by the Department of Economics.
December 19 - 21:	The Department of Extra-Mural Studies coordinated an Annual Meeting of Nigerian Historical Society which was sponsored by the Department of History.
December 19 - 22:	The Department of Extra-Mural Studies coordinated Ghana Library Students Visits which was sponsored by Library Board Enugu.
December 27, 1963 - January 10, 1964 -	The Department of Extra-Mural Studies coordinated an Elementary Science Workshop for 25 Science Teachers from schools in Eastern Nigeria and sponsored by Harden College of Education.
January 2 - 11:	The Department of Extra-Mural Studies coordinated a Mathematical Institute Workshop for 40 teachers from different parts of Eastern Nigeria and sponsored by College of Education.

January 10 - 11 - 1964: The Department of Extra-Mural Studies coordinated a Fertilizer Conference for 51 Participants, which was sponsored by Institute of Economic Development and Ministry of Agriculture, Enugu.

January 11 - 15: The Department of Extra-Mural Studies coordinated both Institute of Education Board Meeting and the Institute of Education Meeting for 12 members of the Board and 35 Participants in the Institute, sponsored by the College of Education.

January 15 - 17: The Department of Extra-Mural Studies coordinated a Rice Conference for 100 rice farmers from Eastern Nigeria which was sponsored by College of Agriculture, Ministry of Agriculture, Enugu and Department of Extra-Mural Studies.

January 24 - May 1: The Department of Extra-Mural Studies coordinated and sponsored a Weekly Local Government Seminar for the Councillors in the four counties in Nsukka District. The resource persons for this seminar were provided by Departments of Political Science and Government and Law.

January 24 - May 1: The Department of Extra-Mural Studies sponsored a twice-monthly Seminar in Popular Science for 65 adults in Igbo-Etiti County. Resource people for this seminar were from the Faculty of Science.

March 9 - 16: The Department of Extra-Mural Studies coordinated a Health Instructurs' Short Course for 26 Health Instructors which was sponsored by Ministry of Health, Enugu.

March 16 - 27: The Department of Extra-Mural Studies coordinated a Management Short Course for 23 E.N.D.C. Managers sponsored by E.N.D.C. Resource people for this short course were drawn from College of Business Administration, Institute of Economic Development, Department of Economics and Ford Foundation.

March 21 - 23: The Department of Extra-Mural Studies coordinated Mathematical Association Conference sponsored by Mathematics Department.

April 3 - 5: The Department of Extra-Mural Studies helped in coordinating a Peace Corps Conference at Enugu Campus.

April 27 - 29: The Department of Extra-Mural Studies helped in coordinating an Institute of Education which was sponsored by Harden College of Education.

April 27 - May 9 - 1964: The Department of Extra-Mural Studies helped in coordinating a Music Education Short Course which was sponsored by College of Music.

April 30 - May 1: The Department of Extra-Mural Studies coordinated a Ghana National Association of Teachers Conference at Enugu Campus.

May 15 - 17: The Department of Extra-Mural Studies coordinated an Institute of Public Administration Conference which was sponsored by College of Business Administration and Department of Extra-Mural Studies.

June 6 - 22: The Department of Extra-Mural Studies coordinated the Institute Conference of Free Trade Unions at Enugu.

June 11 - 30: The Department of Extra-Mural Studies helped in coordinating a Training Programme for Women Operational Cross Africa which was sponsored by National Council of Nigerian Women Societies at Enugu Campus.

June 16 - 19: The College of Agriculture, Ministry of Agriculture, Enugu and the Department of Extra-Mural Studies sponsored a Poultry Conference for Poultry Farmers in Eastern Nigeria.

July 1 - 10: The Department of Extra-Mural Studies helped in coordinating a Christian Council Assembly at Nsukka.

July 6 - August 12: The Department of Extra-Mural Studies helped in coordinating a Short Course for American Teachers - (Health, Education and Welfare Seminar, Office of Education, Washington, D.C., USA).

July 14 - 18: The Department of Extra-Mural Studies coordinated a Short Course on African Areas Study for 25 American University Graduates sponsored by American University, Washington, D.C.

August 1 - September 5: The Department of Extra-Mural Studies helped in coordinating a N.U.T. Short Course for 600 untrained teachers in Eastern Nigeria sponsored by the Ministry of Education, Enugu, Nigerian Union of Teachers and Harden College of Education of University of Nigeria, Nsukka.

August 6 - September 12: The Department of Extra-Mural Studies helped in coordinating Michigan State University Students' Exchange Programme at Nsukka.

August 30 - September 5, 1964:	The Department of Extra-Mural Studies helped in coordinating a Referees' Short Course at Nsukka sponsored by College of Physical Education and Eastern Nigeria Sports Commission, Enugu.
August 10 - September 5:	The Department of Extra-Mural Studies helped in coordinating an Elementary Science Workshop which was sponsored by College of Education at Nsukka.
September 2 - 10:	The Department of Extra-Mural Studies helped in coordinating Assemblies of God Mission Conference at Enugu Campus.
September 1 - 4:	The Department of Extra-Mural Studies helped in coordinating a Seminar on Youth Welfare Work in Eastern Nigeria for 55 selected Youth Workers in Eastern Nigeria, sponsored by the Ministry of Internal Affairs, Enugu.
September 4 - 6:	The Department of Extra-Mural Studies helped in coordinating a Peace Corps Teachers' Conference at Enugu for 30 Peace Corps Teachers.
September 11 - 12:	The Department of Extra-Mural Studies helped in coordinating a Pax Romana International Conference at Enugu.
September 19 - 24:	The Department of Extra-Mural Studies will help in providing accommodation facilities for National Students' Association at Enugu Campus.
October, 1964: (4 weeks)	The Department of Extra-Mural Studies will help in coordinating a 4 week Leadership Training Course for Women which is being sponsored by National Council of Nigerian Women Society at Enugu Campus.
December 15 - 18:	The Department of Extra-Mural Studies will provide accommodation and other facilities for Science Association Conference which is sponsored by Science Association of Nigeria.

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